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EDUCATIONAL NEWS AND EDITORIAL COMMENT

THE CHICAGO UNIVERSITY DINNER AT THE MEETING OF THE DEPARTMENT OF SUPERINTENDENCE

In connection with the meeting of the Department of Superintendence in Philadelphia during the last week in February there will be a dinner of the former students and graduates of the University of Chicago. Placards will be posted announcing the exact time and place of this dinner. The dinner will occur on Wednesday evening. It will be the third annual event of this type. The dinner originated in imitation of the example of Teachers College, which has for a number of years had a reunion of its former students and graduates at this time. The dinner of Teachers College is held on Tuesdays so that no conflict is possible between the two gatherings. All who read this notice are requested to spread the information so that the attendance at these dinners may be as large as possible.

CONTROL OF THE GERMAN INDUSTRIAL SCHOOLS

The current number of the *Elementary School Teacher* contains an article by F. W. Roman on the control of German industrial schools. So much hinges on the correct understanding and interpretation of the German example in this matter that it is important that the largest possible amount of information be had with regard to the success or unsuccess of the system of education which is in operation in Germany. Professor Roman has shown clearly that the Prussian system of the separate industrial schools is by no means the most successful or even the typical form of organization in Germany. It is not appropriate to reprint in this *Review* any large part of the article. One passage, however, may very properly be repeated. This significant paragraph is prefaced by the statement that in several of the German states, especially Baden and Württemberg, the school system is not divided as it is in Prussia, but the two kinds of schools, namely, the common school and the industrial school, are under the same control. "So far as whole states come into consideration, Württemberg and Baden lead. They were the first to develop such schools, and are still leading in efficiency of organization, number of boys and girls in attendance per

capita population, and also in amount of money spent. It seemed to me, the Germans were quite unanimous in this conclusion. This again is due in no small degree to a united action for which the school organization provides." Mr. Roman's whole argument is so significant that it is to be hoped that all who are interested in the problems of the organization of industrial education will refer to the original paper and discover from his statement how little comfort there is in German experience for those who favor a divided school system.

THE CONSOLIDATION OF STATE INSTITUTIONS FOR HIGHER EDUCATION

Attention has already been called in the *Review* to the moves which have been made in Iowa and Vermont in the direction of consolidation of the higher institutions of learning. A similar project is under discussion in the state of Montana.

On December 23, there met in Helena between forty and fifty prominent citizens of Montana who organized an "Association for the Creation of a Greater University of Montana." They went before the state board of education with arguments for the consolidation of the State University, the Agricultural College, Normal School, and School of Mines. After hearing the arguments in favor of consolidation of these institutions, the state board unanimously adopted a resolution recommending to the legislature that the consolidation be carried out.

This association has in view a somewhat wider project than the mere consolidation of the state institutions mentioned. It wishes to bring about within the state the development of a better school system which shall be more efficient and economical. From the statement of its purposes the following extracts may be quoted:

It is the purpose of this Association to consolidate the four higher educational institutions in order to prevent inefficiency and waste. . . . To work for the creation of an expanded system of polytechnic high schools, which are at the present time so much needed. . . . To impress upon the attention of philanthropic persons the desirability of aiding in the development of the University of Montana through the provision of buildings and endowments. To arouse public sentiment in favor of education, and to arouse the enthusiasm of the people to the unsurpassed educational possibilities of the great commonwealth of Montana.

There can be no doubt at all that the movement which has been set on foot in Montana is in keeping with the best interests of the state and the higher education of that section of the country. As has been

pointed out in the discussions of similar undertakings in other states, the whole problem of readjustment raised by this and similar movements is a very urgent one, and its solution calls for educational statesmanship of the highest order.

HIGH-SCHOOL FRATERNITIES

The problem of eliminating high-school fraternities has been attacked in various ways in different parts of the country. The state of Indiana passed a state law prohibiting fraternities in high schools. It is the testimony of many who have tried to administer this state law that it is quite impossible to bring within the definition of the statute many of the organizations which are in reality fraternities.

In the city of Chicago there has been for some time a ruling of the Board of Education against these organizations. It is well known that they exist in the high schools, but the administrative machinery for their elimination is very difficult to set up. On one or two occasions principals have attempted to exclude students because of membership in these organizations, and they have found it very difficult to carry out that program. The Board of Education adopted a very drastic pledge during the last year to which the names of students must be attached, but these pledges were not administered in some of the schools, and many of the students and parents regard the pledges as negligible in actual practice. During the last few weeks a most vigorous effort has been made by the Board to eliminate these organizations.

The Board of Education of the city of New York recently passed a rule against high-school fraternities. The experience of that city will undoubtedly be the experience of the Indiana state system and of the city of Chicago.

In the meantime, a hopeful movement has been started by one of the college fraternities. Phi Delta Theta Fraternity, which has approximately 18,000 members, at its recent national convention adopted, on the third of January, 1913, the following resolution: "*Be it resolved*, That no person shall be eligible to initiation to membership in this fraternity who shall have been a member of any general or class secret society in any public preparatory or high school. Provided that any person who, prior to the adoption hereof has joined such a society, shall be eligible to membership upon his resignation for all time from such society, proper evidence of good faith being presented, and upon permission of the General Council and of the Province President. Such

permission shall not be granted if such a society existed contrary to the law or to the regulations of the institution wherein it existed."

This resolution was carried subject to the approval of the National Interfraternity Council.

This action of the Phi Delta Theta Fraternity is, on the whole, the most promising of the various moves which have been made to deal with this matter. Most of the high-school societies have originated through the activity of some enthusiastic high-school alumnus who has later become affiliated in his college course with a college fraternity. It is the very general belief of high-school officers that the organization of these fraternities in the lower schools is a mistake, and that the enthusiasts who have brought these fraternities into being have not seen the difference between high-school conditions and college conditions. The fact that a large college fraternity should recognize the distinction in such a definite enactment is likely to impress high-school students more than the relatively futile appeals of high-school officials.

CONGRESS ON SCHOOL HYGIENE

The United States will be the meeting-place of the Fourth International Congress on School Hygiene. The preceding congresses have all been held abroad, the first at Nuremberg, 1904, the second at London, 1907, and the third at Paris, 1910. The 1913 congress will be held at Buffalo, N.Y., August 25-30.

It is the object of the congress to bring together men and women interested in the health of school children and to assemble a scientific exhibit representative of the most notable achievements in school hygiene. It is believed that the present widespread public interest in health education will make the exhibit a particularly attractive feature of the congress.

Twenty-five nations have membership on the permanent international committee of the congress and it is expected that all will have delegates at Buffalo. The Secretary of State has officially invited foreign governments to participate. Invitations have also been issued to the various state and municipal authorities, and to educational, scientific, medical, and hygienic institutions and organizations.

EFFECTS OF THE NEW HARVARD ENTRANCE REQUIREMENTS

When the new entrance requirements were adopted at Harvard University two years ago, it was frankly stated that the intention of

the authorities in adopting these new regulations was to bring to the university students who had been prepared in the high schools, particularly in high schools remote from Boston. The grave danger in the earlier entrance system was that of limiting admissions to a group of private schools in New England. The effect of the new entrance requirements has been that which was anticipated when the legislation was adopted. The geographical distribution of students entering by the two methods is indicated by the report that 86.1 per cent of students who entered under the old plan came from New England while only 51.3 per cent of those who entered under the new plan last year came from New England. Of the 154 admitted last year under the new plan 124 came from public schools.

It is interesting to note in connection with these statistics that the old plan is still regarded as the simpler plan by a large number of students. These are especially the students who come from private preparatory schools where the old plan has long been familiar. The certainty with which the old scheme can be administered and the certainty with which students can be coached to pass the well-known type of examinations evidently play some part in determining the choice of the majority of students.

That Harvard will be able through this changed method of admissions to attract very many students from the public high schools is rendered doubtful by the fact that in New England and in all of the rest of the United States plans of admission of students through certificates are becoming more and more firmly established. The growth of well-equipped universities in the Middle West makes it less and less necessary for students to go to the East for their education. The lack of uniformity of plans of admission strengthens the growing tendency for the students to remain at the institutions nearer their homes, especially if they can enter these institutions without the hazards of examinations.

LATIN AND GERMAN UTILIZED IN SCHOOL PUBLICATIONS

A publication from Crawfordsville, Ind., presents on one side of the sheet the doings of the high school in Ciceronian Latin; on the other side of the sheet are brief German notes of a similar type. This publication is issued by the students of the high school. To be sure, the critic might find some minor defects in the use which has been made of these two languages. The title on the German side of this publication is "*Deutsches Echo der Hochschule.*" Technically speaking, the

Germans use the last word only when referring to their universities and higher technical schools, but the loss that would come from emphasizing this point is greater than the gain that would come from a strict adherence to German terminology, if indeed that were at all possible. A few extracts from the Latin side of the publication may show the versatility of the editors.

Scientia Domestica.—*Scientia Domestica per hunc annum fuit acceptissima. Hoc studium vero fuit magno usui mihi. In sex primis dictatis rudimenta fructus conservandi et coaguli faciendi cognovimus. . . .*

Pueri Societatis Athletica Multitudinem Vehementer Convocaverunt.—*Omnes pueri societatis athleticae ad deligendos duces anno postero convenerunt. "Preston Rudy" multo et divino impetu imperator est delectus, et "Fredericus Hunt" etiam proximus imperio est delectus. Magistratus librari et aerari praefecti constituti sunt et "Delbertus Clements" ad hos habendos est delectus. . . .*

Conflagratio calamitosissima multis mensibus in "Indianapolis" fuit incendium aedifici magni "C. O. Langen" centum septuaginta quinque milibus thaleris amissis.—H. W.

CO-OPERATION BETWEEN SCHOOL AND LIBRARY

A pamphlet has recently been published by the library at Grand Rapids, Mich., entitled *The Library and the School*. This pamphlet opens with the statement that the relation between the Grand Rapids public library and the public schools of the city is unusually close. A description is then given of the evolution of the organization which brought about this intimate relation between the two public institutions. Branch school libraries and traveling libraries are described. These modes of bringing books to the children are, however, sufficiently well known, so they need perhaps no special discussion here. One paragraph in the pamphlet attracts attention as indicating a very useful type of instruction which is not common in American schools and libraries. "Systematic instruction of school children in the use of the library is one of the regular features of the work with schools." Most of this instruction is given in the children's department of the central library building but some is carried on in the schools, particularly in the high school. Teachers bring a whole class to the library. The class is given some idea of the methods of classification, use of catalogues, etc. More than five thousand children received such instruction last year.

It is certainly important that relations of this type should be

developed. The question as to the proper source of initiative of such combinations will have to be settled in various communities in terms of the special conditions. If superintendents would secure the report from Grand Rapids they might be able to bring about the relations through the action of the Board of Education. Conversely, if the attention of librarians could be more generally drawn to the advantage of such relations they would undoubtedly seek to secure the opportunity which the Grand Rapids library has cultivated so fully.

THE PLAYGROUNDS AND RECREATION CENTERS

The secretary of the Playground and Recreation Association of America recently issued from the address of the association, No. 1 Madison Avenue, New York City, a report of the year's developments in the playground movement. A general summary of the year's progress is given on the opening pages of this report.

Forty cities report that supervised playgrounds were opened for the first time during the past year. Forty-eight cities report that they are using their schoolhouses as recreation centers. The University of California had more than 1,000 students in its summer playground course last year. During the year, the number of cities having associations increased from twenty-four to thirty-seven. Reports have been received from 257 of the cities maintaining playgrounds. In 19 cities there is an investment for recreation purposes of \$4,445,500. During the year \$2,750,000 were expended for the administration of playgrounds. Twenty-five cities in twelve different states received donated playgrounds during the year. The pamphlet gives further information about the development of this type of work.

There can be no doubt that the organization of these playgrounds is a matter of vital concern to the school officers. In the first place, it is desirable that the school officers should, so far as possible, initiate the movement so as to gain for the schools those advantages that come from proper location and proper management of the playgrounds. Co-operation between the playground managers and school officers is always possible, but where the two organizations can be organically related this co-operation is more certain than it can be where the two organizations are separate.

The following concrete example shows how the matter may be wisely managed. The Board of Education of the city of Boise, Idaho, recognizing the importance of the playground movement, first established

a small playground in the center of the city. It then extended the scope of its activities far enough to purchase on the edge of the city a plot of forty acres, which it is developing into a play-park for the schools and the city in general. These forty acres were purchased for \$16,000. They are easily accessible on the trolley lines, and they lie near the river, so that the possibilities of developing all sorts of play activities are almost unlimited. A large football field has been laid out. In order that this may be brought into perfect condition, it is to be cultivated for a number of years by the classes of agriculture in the schools. Another plot has been laid out for baseball and other purposes requiring a large, level field. Between the two fields is a grove of trees which will be taken care of by the class in forestry. A lagoon which will be connected with the river will be opened up between the two fields, and will furnish skating and other forms of amusement.

The educational possibilities which are supplied by this undertaking have been intimated in the foregoing paragraph. The co-operation between the communities and schools is attested by the fact that the citizens are willing to support this plan originated by the Board of Education, and in addition the park promises to be a constant means of cultivating a wholesome relationship between the citizens and the schools. Certainly there is no agency in any municipality which ought to be more active in promoting the organization of playgrounds than the school board.

A VOCATIONAL GUIDANCE BUREAU

The Chicago Association of Commerce, in seeking for some field not now occupied by other associations, has discovered the importance in the city of Chicago of developing a vocational bureau. This is not an employment bureau but is an agency for investigation and advice and deals so far as possible with children who are actually in school in the hope of improving their training for a later vocation. The new bureau has the co-operation of the Board of Education and of the Chicago School of Civics and Philanthropy, which up to this time has been the most active agency in the city of Chicago in dealing with this problem. A secretary has been employed for this new bureau whose business it will be to gather information through the school records and through the advice of the School of Civics and Philanthropy in any given case. Each child's school record, environment, and home condition will be investigated and the first business of the secretary will be if possible to keep the child in contact with school opportunities

as long as possible. The secretary and the members of the committee who are back of this movement will also develop the avenues of contact with employers so that there may be the freest exchange of information between the children who are seeking positions and the employers who are seeking competent employees. As indicated in this statement, the exact direction in which the work will develop remains to be determined by the experience of the secretary and the committee. Undoubtedly it will develop ultimately into an organic part of the school system, thus supplying a need which is universally felt but for which no provision is at present made in the public-school system.

AN ENGLISH SCHOOL FOR PRINTERS

The student of English schools finds in the educational development which is going on in the large manufacturing cities of England a most stimulating example of the success of a compact community in building up a complete school system. These municipalities have broken away from the traditions of the old English education and have established the most intimate relations between higher institutions, lower schools, and all branches of technical and general education. The municipal universities, so called, are among the most comprehensive institutions of higher learning. They include medical schools and technical courses of various sorts, as well as the traditional university courses. American students whose attention has been drawn to the German example of industrial education will find in the technical courses in the English municipal systems equally good examples for American consideration and possible imitation. The following account of a technical course in Leeds, England, indicates in a concrete way the character of some of these courses: At the Technical School in Leeds a department of printing has been equipped. Evening courses were opened last year and more than one hundred and fifty apprentices and journeymen attended these classes. This work is being extended and now includes courses in typography, process work, lithography, linotype operating, drawing and design, mechanics for printers, and printing-machine mechanism. This group of courses makes it possible in connection with the work which is done in photography in the same school to develop not only the regular press work but also related forms of artistic printing and reproduction of drawings.

Printing has been recognized by all those who have introduced it into school work as very available material for elementary-school and

high-school instruction. It can be utilized as a part of the regular course and furnishes, as indicated in this example, an opportunity to bring in a type of technical trade work which may be closely related to general school work.

TEXTBOOKS

The importance of providing good schoolbooks at the lowest possible rate keeps the general subject of textbooks constantly before the public. A few of the month's items on this topic may be quoted to show the problems which arise in this matter and the variety of methods of dealing with these problems in different parts of the country. From Phoenix, N.Y., comes the statement that the Board of Education has decided to purchase all textbooks used in the schools and sell them to the pupils at exact cost. From Pocahontas, Ark., comes the statement that the Randolph County Textbook Board has been organized for the purpose of selecting a series of textbooks for the common schools in that county for the next six years. In Portland, Ore., the Grade Teachers' Association is reported as urging that one of its members be placed on the textbook commission which will be appointed next year. The commission is appointed every six years and the grade teachers are of the opinion that, since they constitute the largest teaching force of every community, they should have some word in choosing the books from which they will teach the children of the state. From Dayton, Ohio, comes the statement that the Western Ohio Superintendents' Round Table "opposed vehemently" the adoption of uniform textbooks. A resolution was adopted at its recent meeting placing the Round Table on record as absolutely opposed to such uniformity. In California the constitutional amendment was adopted providing for free textbooks for the children in the elementary schools, but the machinery for providing and distributing these books cannot be perfected before next fall at the earliest. Legislative enactments are necessary in order to provide the books required by the amendment. From Joplin, Mo., comes the report that the Board of Education has passed resolutions, the first of which is as follows: "WHEREAS, The present textbook law is generally unsatisfactory in this state, and each textbook company doing business in the state tends by its persistent activities to disturb the official administration of the schools by clamoring for textbook changes; therefore, *be it resolved*, That this board goes on record as favoring a change in our textbook law whereby we may have uniform

textbooks in the state, such textbooks to be selected by a non-partisan state commission." In Kansas, a controversy of long standing is being continued in the city of Topeka, where local agitators are clamoring as vigorously as they can that the city system is violating the laws of the state by using Dunn's *Community and Citizen* in place of the regular adopted textbook of the state. At its meeting in Washington, D.C., the Junior Order of United American Mechanics decided that a nation-wide campaign should be waged in favor of free textbooks.

Other examples of local interest in the questions of uniformity and free supply of textbooks might be cited. The issue is one which evidently arouses strong partisan views, both with regard to the desirability of uniformity, and with regard to the duty of the public to supply these books free of cost to individual children. Teachers find the whole question so much involved in local political issues that it is difficult to get any abstract consideration of the educational merits of the one or the other method of procedure.